



Image 1

Otami-Maiden

Bunraku, Japan, (n.d.)

On loan from the Alan Cook Collection.

Japanese Bunraku puppets traditionally tell stories of samurai battles and everyday events that took place over 300 years ago. Some even tell love stories about a beautiful woman missing the man she loves.

Bunraku puppets are full, half, or three quarter sized human figures operated by two to three puppeteers who control the puppets in plain sight of the audience. The puppeteers are silent and a narrator tells the story.

I SEE / I THINK / I WONDER

A routine for exploring works of art and other interesting things.

Ask

- What do you see?
- What do you think about that?
- What does this make you wonder?

WHY

To help students make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry.

HOW

Ask the students to make an observation about the artwork and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask the students to think about what this makes them wonder about the artwork.

The routine works best when a student responds by using the three stems together at the same time., i.e. *I see?, I think?, I wonder?*



Image 2

Snow Girl and Snow Boy

Hand puppet

State Theatre, Bulgaria, 1950s

On loan from the Alan Cook Collection.

Most likely the Snow Girl and Snow Boy are characters from the traditional Russian folk tale The Little Snow Girl.

Hand puppets are diminutive figures that the puppeteer operates with fingers and wrist from within the puppet's glove-like structure, thus becoming extensions of the puppeteer's hands.

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Image 3

Man / Red Headdress

Rod puppet

Java, Indonesia, 2000

On loan from the Alan Cook Collection.

Rod puppets extend the distance between operator and object by means of the control rods used to manipulate them, but the rods maintain the direct movement relationship between operator and puppet characteristic of hand puppets.

THINK / PUZZLE / EXPLORE

A routine that sets the stage for deeper inquiry.

Ask

- What do you think you know about this artwork?
- What questions or puzzles do you have?
- What does the artwork make you want to explore?

WHY

To help students connect to prior knowledge, to stimulate curiosity and to lay the groundwork for independent inquiry.

HOW

There are three questions in this routine. Begin by giving the students a few quiet moments to consider the artwork at hand. Then, work as a whole class on in small groups and brainstorm ideas in all three areas. Make sure to give adequate time between each question for students to think up and articulate their ideas. In some cases, you may want to have students do the routine individually on paper or in their heads before sharing ideas as a class.



Image 4

Man / Red Headdress (detail)

Rod puppet

Java, Indonesia, 2000

On loan from the Alan Cook Collection.



Image 5

Karagöz Figure

Shadow puppet

Greece, Mid-20th century

On loan from the Alan Cook Collection.

The “Karaghoz appears a rough and funny character who enjoys getting into a lot of silly fights. He is greedy and loves good food. The Karaghoz shadow puppet is played against a stretched fabric screen with an oil lamp used for lighting. With this style of screen and lighting the puppets colors can show through and look like stained glass.” (Doney, 1995).

Shadow puppets are generally flat rod puppets whose shadow (black or in translucent colors) is projected against a cloth screen by a light source mounted behind the puppets. Such puppets present an intriguing means of performance, since the audience does not watch the puppet itself, but its shadow image.

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Image 6

Female Warrior

Marionette

Palermo, Early 20th century

On loan from the Alan Cook Collection.

Marionettes are flexible full-figure representation of humans and animals operated by strings. Manipulation is a bit indirect because the marionette's strings do not respond with the immediacy of rod and hand puppets. Nonetheless, marionettes are often capable of finer and more delicate movements.

LOOKING: TEN TIMES TWO

A routine for observing and describing.

Steps

- 1. Look at the image quietly for at least 30-seconds. Let your eyes wander.
- 2. List 10 words or phrases about any aspect of the picture.
- 3. Repeat Steps 1 & 2: Look at the image again and try to list 10 more words or phrases to your list.

WHY

To help students slow down and make careful observations about an image or work of art. It asks students to think about words or phrases to describe the work and encourages students to push beyond first glance, or obvious description.

HOW

Give your students time to look and tell students that there will be the time-keeper. Quiet, uninterrupted thinking and looking is essential to this routine. A natural follow up to the Ten Times Two would be another routine that encourages students to talk about their observations and interpretations, for example; *What makes you say that? What do you think about that? What does this make you wonder?*